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ABSTRACT

The first section of the paper describes how the role of the special education resource teacher can be expanded to include a consultative component. This redefined role include direct, data based instructional services by the special educator as a resource teacher and indirect regular class assistance by the resource teacher as a consultant. Recommendations are included for altering current referral procedures and implementing a noncategorical service delivery model. The second section presents the actual child change data for some students who have received direct data based reading instruction under this model. A direct reading instruction approach is defined and further explained by use of an illustrative case study. The third section describes types of consultation services that have been successfully implemented by consulting teachers in training. Examples of consultation projects are reported that include the targeted academic or behavior problem and the type of strategy that has been used to remediate the problem. (Author)

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The Role of Resource/Consulting Teachers: Strategies and Outcomes

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Transformation of a Traditional Role

To date, the role of the resource teacher in serving mildly handicapped students (learning disabled, mild mentally retarded, mild behaviorally disordered) has been defined and implemented in most school districts. However, the recent focus on mainstreaming students who have previously received instruction in resource or self-contained classrooms has placed an additional burden on the regular classroom teacher. The role of the resource/consulting teacher (R/CT) is to help classroom teachers accommodate the academic and child management needs of the special child.

R/CTs are specifically trained to provide direct instruction on a daily basis to mildly handicapped students. They are also trained to work with classroom teachers to provide indirect service to students who need special help. These students may have a special education label. Or, perhaps these students' problems are not severe enough to warrant referral to special education but they still present significant academic and/or behavior problems. The R/CT can aid the classroom teacher in determining appropriate academic placement for the child in the curriculum the school is using and assist with curricular modification, reinforcement contingencies, and direct instruction techniques to assure academic success. This model of direct and indirect service can be utilized at the elementary, middle, and secondary school levels.

Change of two current practices in special education could facilitate a role transformation like this one. One such practice is the use of a categorical service delivery model. This model is implemented in most states to provide services for different mildly handicapping conditions. If problematic students in mainstreamed classes are identified by the specific troublesome behaviors they exhibit, then the categorical labeling process may not

be necessary in order to obtain assistance from a consulting teacher (Blankenship & Lilly, 1981; Idol-Maestas, Lloyd & Lilly, in Press).

A second practice is the manner in which problematic students in most school districts are referred for special education services. Under the most prevalent system regular class teachers are provided with a referral form as a means of requesting assistance. Once the teacher refers a student and parental permission is obtained, the student is administered an individualized battery of norm- and criterion-referenced tests. Then a multidisciplinary team determines whether special education placement is warranted. This process consumes time and, meanwhile, the regular class teacher still has responsibility for the problem student and is receiving no supportive assistance. If the initial step in the referral process was for classroom teachers to request assistance from a consulting teacher, some referral problems could be alleviated and thus implementation of the formal referral process would not be necessary (Knight, Meyers, Paolucci-Whitcomb, Hasazi & Nevin, 1981; Nelson & Stevens, 1981).

The following sections of this paper describe 1) how direct instruction and use of curricular materials for instruction are used to improve performance in regular classrooms and 2) how different types of consultation strategies are useful for regular classroom assistance.

Implementation of a Direct Instruction Model

One major responsibility of the R/CT is to provide direct instruction to those students identified as needing assistance with academic and/or behavioral difficulties. Not only is it important to the child (for obvious reasons) but R/CTs must demonstrate skill in producing positive "child changes" in order to establish credibility with regular classroom teachers.

The R/CT training program at the University of Illinois (Champaign-Urbana) is a performance-based program that requires the majority of the performance objectives to be demonstrated in the field (special education resource rooms, Title I reading programs, etc. in the public schools). One such sequence of instructional objectives includes daily, direct data-based oral reading. Applied behavior analysis provides the framework of the R/CT program (Idol-Maestas, 1981) which emphasizes direct and daily measurements. The data-based model used by the R/CTs is explicated in Deno and Mirkin's Date-Based Program Modification: A Manual (1977).

Essentially, R/CTs assess each student's instructional reading function in the reading series used in the student's regular classroom. This procedure allows for a smoother transition back to the regular classroom. This assessment is accomplished by means of a curriculum-based assessment (CBA) as described by Lovitt and Hansen (1976). The CBA combines aspects of the informal reading inventory with applied behavior analysis techniques. Once the appropriate oral reading level is determined (median scores over three days of 95% correct word accuracy, 80% correct comprehension, and 40 correct words per minute), this level is plotted on a "normal progress in curriculum" chart (Deno and Mirkin, 1977, 1980; Jenkins, Deno, and Mirkin, 1980). A projection is made as to the number of readers the student will be able to master within a year's time (average projection is 1½ to 2 years progress in one school year). Then one-half of the projection line (year's projection growth) is re-charted on the "daily progress in curriculum" semester chart. The horizontal axis of the chart monitors time; the vertical axis monitors story mastery in the sequenced readers. This projection line defines the expected progress for the child for the semester. Data plots above the line indicate adequate progress;

data plots below the line (for three consecutive days) indicate the need for a different intervention (strategy). This daily monitoring of progress allows immediate remediation for students not making adequate progress. Figure 1 displays the "daily progress in curriculum" semester chart for a second grade female student. After a CBA she was placed in the MacMillan Reading Series primer, Worlds of Wonder, on September 22, 1980. By December 12, 1980 she had completed the eighth story in the 2^1 reader, Enchanted Gates. This demonstrated a 3.5 month gain for every month in the program. A total of 87 stories had been mastered in a three month period.

[Insert Figure 1 about here]

Additional daily data are collected and plotted on a "multi-band" chart. The minimum data collected and plotted are: 1) percent of word accuracy, 2) percent of accurate oral comprehension questions, and 3) number of correct words read per minute (cwpm). Figure 2 displays the "multi-band" chart for the same second grade female student for the period of September 22 - December 12, 1980. Daily progress data are plotted for percent of oral reading word accuracy, percent correct of oral comprehension questions, and oral reading rate (number of correct words read per minute). On the bottom-half of Figure 2 is an instructional format sheet which contains the criterial plans of instruction that were used with this student.

[Insert Figure 2 about here]

The students seen by the R/CT receive 30 minutes of oral reading instruction each day. Within that time the following occurs:

1. The student reads a story in the appropriate reader as defined by the CBA results.

2. Specified error correction procedures similar to the direct method (Engelmann & Bruner, 1974) are utilized.

   a. For the "sight" words, the R.V.T will point to the mispronounced word and say "what word?" If the student does not respond accurately the R.V.T will model the word and have the student repeat it. The student is then asked to read the entire sentence accurately.

   b. For the "sound-out" words, the R.V.T will point to the mispronounced word and say "what word?" If the student does not respond accurately the R.V.T will have the student "sound-out" the word. If the student does not respond accurately the R.V.T will model the sound sequence given there, repeat it with the student, and then have the student repeat it alone. The student is then asked to read the entire sentence accurately.

3. Prior to the instructional session a 100-word (25 or 50 word for pre-primers and primers) passage toward the end of the story has been marked-off (Gillet and Temple, 1982). This section is designated as the "timed sample" from which all daily measures are collected. The student receives no feedback or instruction from the R.V.T. As the student reads this 100-word passage a stopwatch measures the time taken for the reading and the R.V.T notes the errors (omissions, additions, mispronunciations, and substitutions).

4. At the completion of the story (including the timed sample) the student is asked ten comprehension questions (5 factual, 2 sequential, and 3 inferential). Percent of accuracy is recorded.

5. All data from the timed sample are recorded, tabulated, and plotted on the charts (% word accuracy, % accuracy of comprehension, number of correct words per minute [cwpm]). The student is involved in the process and notes whether criteria to move to the next story have been met. Criteria most often used are: 95% word accuracy, 80% accurate comprehension, and 80 cwpm.

6. If criteria are met the student proceeds to the next story. If criteria are not met the R.V.T continues the present book and the student practices the story until the session ends. On the following day, the student re-reads the story. Mastery is reached before proceeding to the next story.

These procedures occur on a daily basis as the student progresses through the curriculum. At the beginning of the semester the above steps outline the minimal instructional process. This initial phase is described

as the "baseline" phase. If a student maintains adequate progress (meets stipulated mastery of stories; does not fall below the projection line on the daily progress chart more than two days in succession), then no additional instructional strategies are necessary. If it is determined that progress is not adequate then other strategies (interventions) are employed. Several instructional strategies used to increase word accuracy, comprehension, and rate are:

Word Accuracy. The two most common interventions to increase word accuracy are:

Soundsheets - sheets consisting of not more than 30 phonetically regular sounds (drawn in order of occurrence from the pre-primers, primers, and readers) per sheet are constructed. Students practice a soundsheet from 1-3 minutes prior to each oral reading session. The student progresses from one sheet to the next when 100% accuracy has been reached on three consecutive days.

Drill Cards - Flash cards are constructed on words drawn from the story the student is to read or from the story the student is having difficulty mastering. These words are practiced 1-3 minutes prior to reading orally. Mastery is reached when the student reads all cards with 100% accuracy three times in succession on the same day.

Comprehension - The two most common interventions to increase accuracy of comprehension are:

Backward Chaining Procedure - if the student is unable to respond to relevant questions at the end of each story, the appropriate questions are asked at the end of each page or paragraph, if necessary. As success is experienced the number of paragraphs or pages is increased until mastery is reached on comprehension questions asked at the end of the story.

Question-Type Emphasis - The student may have difficulty with a particular type of comprehension (i.e., factual, sequential, inferential). If so, then emphasis is placed on developing accuracy in answering that specific type of question.

Correct Words per Minute. Two techniques used to increase reading rate are:

Prompt - A simple statement during the timing such as, "Okay, read a little faster now" may be all that is needed to increase a slow rate.

Repeated Readings - Self-timed repeated readings practiced prior to the official timed sample reading has worked effectively with some students. This procedure would be faded once success is indicated by the data.

Once the student progresses, at the mastery level, over an extended period of time (minimum of four weeks) the R/CT may wish to implement the "skip and drill" technique developed by Lovitt and Hansen (1976b). This procedure allows pupils to proceed from one section of a book to another on the basis of comprehension and oral reading rates. They may skip stories if, on the same day, all three scores (accuracy, rate, and comprehension) are better than 25% of their "baseline" averages. A drill procedure is incorporated if their scores remain at or below "baseline."

R/CTs find that their caseload expands beyond their ability to provide one-to-one instruction. Thus, training cross-aged tutors (Jenkins, Mayhall, Peschka, and Jenkins, 1974; Jenkins and Mayhall, 1976) to implement the instructional procedures and monitoring their implementation allows for a "full" caseload while continuing to provide a 1:1 instructional ratio.

Table 1 contains some examples of pupil progress data on 41 students who received direct reading instruction for 30 minutes per day. All students attended regular classes for the remainder of the school day. The table includes the grade levels, the dates served, the books that were covered, the beginning and ending placement in the curriculum, and the type of instruction used with each student.

[Insert Table 1 about here]

Types of Consultation

The R/CT can offer assistance to the regular classroom teacher in the classroom itself or as preliminary preparation in the resource room. This assistance can be for individuals or for groups of students. As preliminary preparation, the R/CT may train specific behaviors in the resource room and systematically prepare the student to exhibit these same behaviors in the regular classroom. The R/CT must first determine the type of skills required in the classroom to which the student is to be transferred. For example, a fourth grade teacher may require her middle reading group to answer 8 out of 10 comprehension questions accurately and to make no more than 5 mistakes in oral reading on a selected passage. The transfer student would first be "overtrained" in these skills in the resource room so that the student might, for example, read with four or fewer mistakes in oral reading and with 90% comprehension. This overtraining is done to insure success, since some evidence exists that behaviors may deteriorate after return to the regular classroom (Ito, 1980; O'Connor, Stuck & Wyne, 1979). The student is gradually trained in the resource room to work more independently with little direct instruction from the resource teacher. (See also Glazzard, 1981.) When the student is able to work independently and read at the criterion specified, the student is then placed in

the regular classroom while still seeing the resource room teacher for a small part of the day. If the transfer student continues to do well in the regular class, the student is phased out of the resource room entirely and receives instruction in the regular class for that subject. A specific description of such a project can be found in Idol-Maestas (1981).

The same kind of transfer project is not usually possible at the secondary level. While in most elementary schools, students can be transferred from resource room to regular setting at any time during the school year, in many high schools such changes can be done only at the beginning of a semester. However, the R/CT may train a student in specific study skills, such as outlining or finding the main idea in written passages. Mastery of these kinds of skills can assist the student in meeting the demands of a number of different academic courses.

The R/CT can also assist the regular classroom teacher with students in that classroom. These students may or may not be identified as "special education" students. For example, an R/CT can help determine strategies to ensure that a student completes independent seat work assignments, or decreases talk outs and out of seat behavior, or comes to class on time and begins working in an allotted time period (Idol-Maestas, 1981).

In each of these situations, the R/CT takes several days of data before suggesting any changes. For instance, in increasing the amount of seat work completed independently, the data might include: 1) the percent of independent seat work the student does complete, 2) the teacher's instructions to the student, and 3) the reinforcement, if any, the student receives for completing work. Then, the R/CT and the teacher would agree on what would be an initially acceptable percent of seat work to be completed, the statements directed to the student when the student is not

on task, and the kind of reinforcement the student could receive for completing the task at the specified criterion. This reinforcement can be as simple as praise, a sticker on a paper or a "smiley face" for younger children, or a specified amount of free time for a certain percentage of work completed. The actual percent of work completed would be charted daily so that the student and the teacher could see immediately how well the student is doing. If the first approach tried is not successful, the R/CT and the classroom teacher can collaboratively plan another approach. Similar procedures are followed for other individual classroom problems.

This basic technique can also be used with groups of children. One R/CT devised a system for monitoring school lunchroom behavior at an elementary school and succeeded in dramatically changing 483 students' behavior (Ellis & Idol-Maestas, Note 1). Another consultation technique was implemented in a regular fourth grade reading class. The effects of several instructional strategies were assessed and then each of 18 students were placed under the instructional condition that allowed them to read most efficiently (Idol-Maestas & Jensen-Browne, Note 2). Another R/CT is currently training peer tutors to help their classmates practice multiplication facts. She is also training the regular classroom teacher to monitor the tutors' performance and give the tutors feedback on how they are doing. At the secondary level, an R/CT is teaching study strategies for spelling to 11th graders. The students also chart their own performance on pretests and subsequent performance on mastery tests. Another R/CT is assisting a secondary teacher in her first year of teaching with planning and implementing successful classroom management strategies.

In summary, the resource room model of instruction can be altered to encompass a consultation counterpart. Some means by which consultation can be more easily implemented are 1) establishing noncategorical service delivery models, 2) updating referral procedures to include special/regular educator consultation prior to referral to circumvent some referrals, 3) using direct instruction and curricular materials as a means of remediation, 4) instructing for systematic transfer from resource to classroom settings, and 5) constructing consultation strategies that can be implemented by regular classroom teachers.

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Note 1

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Note 2

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Table 1

Some Examples of Pupil Progress Data with Direct Instruction Reading

School A R/CT: Janet Ellis

Grade	Dates Served	Books Covered	Beginning Placement	Ending Placement	Instruction
4	Oct-May	6½	1.0	4.0	Individual skip & drill
3	Oct-Mar	6	1.0	3.5	Individual skip & drill
5	Oct-May	6½	1.0	4.0	Individual skip & drill
5	Oct-May	6	1.5	4.0	Individual skip & drill
3	Feb-May	4½	1.0	2.5	Tutor skip & drill
3	Feb-May	3½	1.5	3.0	Tutor skip & drill
3	Feb-May	2	0.5	3.0	Tutor skip & drill
2	Feb-May	4	nonreader	1.5	Tutor

School B R/CT: Polly Petry

Grade	Dates Served	Books Covered	Beginning Placement	Ending Placement	Instruction
2	Sep-May	4	Preprimer 1	3.0	Individual

School C R/CT: Marjorie Heintz

Grade	Dates Served	Books Covered	Beginning Placement	Ending Placement	Instruction
1	Dec-May	3	Preprimer 1	Preprimer 3	Small group then tutor
1	Dec-May	3	nonreader	Preprimer 3	Small group then tutor
1	Dec-May	3	nonreader	Preprimer 3	Small group then tutor
2	Nov-May	3	Preprimer 1	Preprimer 3	Small group then tutor
5	Jan-May	1½	3.0	4.1	Individual
5	Sep-May	2½	3.0	5.1	Individual
6	Sep-May	1	4.1	4.1	Individual
1	Feb-May	3	Preprimer 1	Preprimer 3	Small group then tutor
1	Feb-May	½	nonreader	Preprimer 1	Individual

R/CT: Ba[illegible]

Grade	Dates Served	Books Covered	Beginning Placement	Ending Placement	Instruction
2	Sep-May	2½	2.0	3.0	Individual skip & drill
2	Jan-Apr	5	Preprimer 1	2.2	Small group skip & drill
2	Jan-Apr	5	Preprimer 1	2.2	Small group skip & drill

School D R/CT: Barb Bobek

Grade	Dates Served	Books Covered	Beginning Placement	Ending Placement	Instruction
3	Oct-Dec	2½	Preprimer 3	3.2	Individual
2	Sep-Jan	3½	Preprimer 2	2.2	Individual
3	Sep-Jan	3½	Preprimer 2	3.2	Individual

School E R/CT: Mary Pitzer

Grade	Dates Served	Books Covered	Beginning Placement	Ending Placement	Instruction
2	Sep-May	4	Preprimer 3	2.2	Individual
2	Feb-May	2	1.2	2.2	Individual skip & drill
2	Sep-May	2	1.1	2.1	Individual
2	Mar-May	1	Preprimer 2	1.2	Individual
2	Sep-May	2½	1.1	2.2	Individual
3	Sep-May	3½	1.2	3.2	Individual
5	Sep-Mar	2½	3.2	5.0	Individual
3	Feb-May	1½	1.2	2.1	Individual

School F (Secondary School) R/CT: Jayne Walsh (Pal Paperback Series)

Grade	Dates Served	Books Covered	Beginning Placement	Ending Placement	Instruction
8	Sep-Dec	½	3.0	3.2	Individual
8	Sep-Dec	1	3.0	4.0	Individual
*9	Sep-Dec	½	3.0	3.2	Individual
**12	Sep-Dec	1	5.0	6.0	Individual
8	Sep-Dec	1	4.0	5.0	Individual

R/CT: Donna Nixon

Grade	Dates Served	Books Covered	Beginning Placement	Ending Placement	Instruction
*9	Jan-May	1	4.0	5.0	Individual then tutor
10	Jan-May	1	4.0	5.0	Individual
8	Jan-May	1	4.0	5.0	Individual
**12	Jan-May	2½	6.0	6.5	Individual

* : same student
** : same student

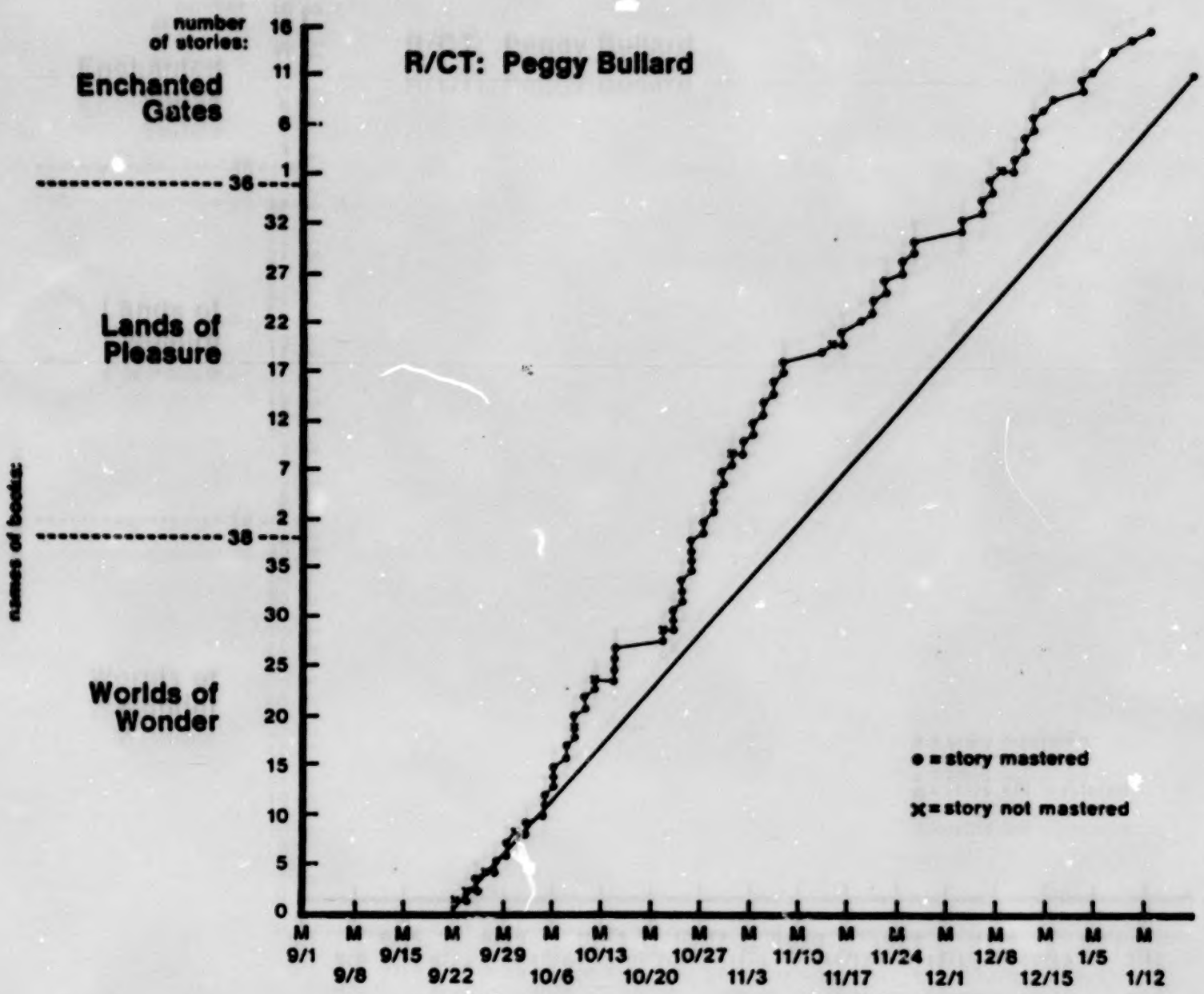
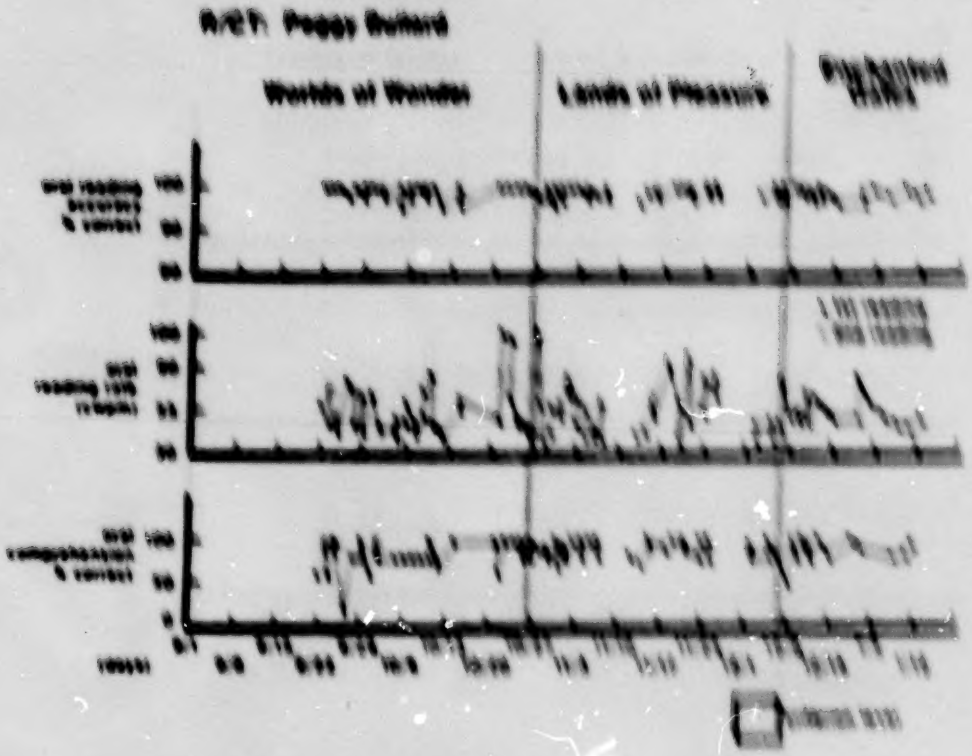


Figure 1. Daily progress chart reflecting mastery of stories in three basal readers.



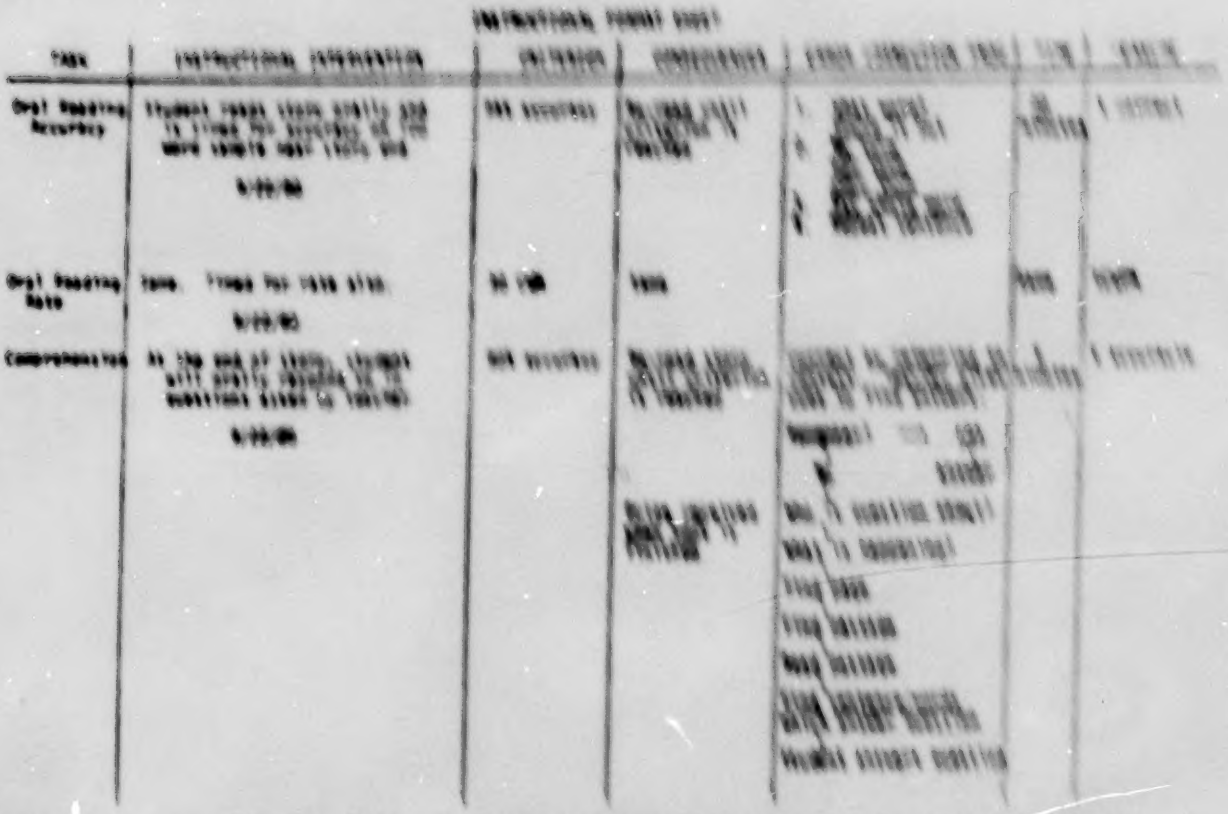


Figure 2. Sample multi-band chart and accompanying instructional format sheet indicating daily measurement of oral reading accuracy, rate and comprehension.